

## Principles of Mathematics, Grade 10, Academic

**Course Title:** Principles of Mathematics

**Course Code:** MPM2D

**Grade:** 10

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisites:** MTH1W

**Curriculum Document:** [Mathematics, Revised \(2005\)](#)

**Developed By:** Sarah McKercher

**Department:** Mathematics

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**Teacher(s):**

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### Course Description:

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Unit Title and Description	Time Allocated
<p><b>Linear Systems</b></p> <p>Linear relationships are not only important to understand for everyday use - understanding the interplay between distance and time for the calculation of speed, or rates of change in business, for example. Linear relationships are also fundamental to more complex forms of mathematics. This unit reviews the concepts of linear algebra that were developed in Grade 9, and expands upon important procedures such as rearranging equations and developing accurate graphs.</p>	16 Hours
<p><b>Analytical Geometry</b></p> <p>Expanding upon the foundation built in the last unit, the equations of lines and line segments will be examined. Developing logical and mathematical methods for determining line segment length and midpoint, based upon an equation or upon coordinates, will enable a deeper study of geometric shapes and properties.</p>	16 Hours
<p><b>Algebraic Skills</b></p>	16 Hours

<p>To progress beyond a certain point in any mathematics, some rather advanced algebraic skills must first be mastered. In this unit, students will consider various operations on monomials, binomials and polynomials. Factoring of binomials and trinomials will be studied.</p>	
<p><b>Quadratic Functions</b></p> <p>Until this point, all algebraic relations that have been considered have been linear. In this unit, second-order functions are introduced. The concept of the function will be studied; the domain, range and simple transformations of quadratic functions will be explored; and students will learn how to <i>complete the square</i>.</p>	16 Hours
<p><b>Quadratic Equations</b></p> <p>Having explored quadratic functions graphically, the algebra of quadratic equations will be considered. The Quadratic Formula, which will be used extensively throughout all future math courses, will be derived and used.</p>	22 Hours
<p><b>Trigonometry</b></p> <p>Triangles have a particularly significant role to play in mathematics. This unit is all about triangles and how they can be used to describe many phenomena in the universe. A review of Pythagorean Theorem will start the discussion, which will lead the student through sine, cosine and tangent ratios, the sine law and cosine law, and the ability to solve problems using these tools.</p>	22 Hours
<p><b>Final Assessment</b></p> <p>This exam is worth 30% of the final grade.</p>	2 Hours

### Overall Curriculum Expectations

#### Quadratic Relations of the Form $y = ax^2 + bx + c$

1. determine the basic properties of quadratic relations;
2. relate transformations of the graph of  $y = x^2$  to the algebraic representation  $y = a(x - h)^2 + k$ ;
3. solve quadratic equations and interpret the solutions with respect to the corresponding relations;
4. solve problems involving quadratic relations.

#### Analytic Geometry

1. model and solve problems involving the intersection of two straight lines;
2. solve problems using analytic geometry involving properties of lines and line segments;
3. verify geometric properties of triangles and quadrilaterals, using analytic geometry.

#### Trigonometry

1. use their knowledge of ratio and proportion to investigate similar triangles and solve problems related to similarity;

2. solve problems involving right triangles, using the primary trigonometric ratios and the Pythagorean theorem;
3. solve problems involving acute triangles, using the sine law and the cosine law.

### Resources Required:

This course is entirely online and does not require nor rely on any textbook. The materials required for the course are:

- A scanner, smart phone camera, or similar device to digitize handwritten or hand-drawn work,
- A non-programmable, non-graphing, scientific calculator.

### Teaching and Learning Strategies:

The goal for this course is to help students use the language of mathematics skillfully, confidently and flexibly. To accomplish this, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests, and ability levels. There are seven mathematical processes outlined in the Ontario curriculum that support effective learning in mathematics: problem solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating. These processes are used throughout the course as strategies for teaching and learning. The following list outlines their application further.

- *Problem solving:* The course guides students toward recognizing opportunities to apply knowledge they have gained in previous courses or lessons to solve problems. The course encourages students to persevere in difficult situations, look for patterns, build concrete skills in problem solving, and use logical reasoning to solve new problems.
- *Reasoning and proving:* This course has an emphasis on investigation and critical thinking as students explore new topics. This gives students the chance to make predictions, provide evidence, and explore relationships as they are taught the different mathematical concepts and relationships.
- *Reflecting:* At the end of each unit is a chance for students to reflect on their own learning, determine where their strengths are and where they should review before continuing. This self-reflection is an important skill in mathematics, as it enhances students' problem solving skills. Students are encouraged to reflect on the reasonableness of their answers, the effectiveness of a chosen strategy, and their conclusions.
- *Selecting tools and computational strategies:* Throughout the course students are exposed to and encouraged to utilize different tools, manipulatives, and strategies that best suit their learning needs.
- *Connecting:* This course connects the concepts taught to real-world applications through the use of word problems, career applications, and investigations.

- *Representing:* Through the use of examples, practice problems, and solution videos, the course models various ways to demonstrate understanding, poses questions that require students to use different representations as they are working at each level of conceptual development – concrete, visual or symbolic, and allows individual students the time they need to solidify their understanding at each conceptual stage.
- *Communicating:* Proper use of symbols, vocabulary, and notations is modeled throughout the course, and students are taught to use the same precision in their communications with their teacher. In addition, through the use of discussions, this course offers students the opportunity to share their understanding both in oral as well as written form with their peers.

### Assessment and Evaluation Strategies

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents or guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's assessment and evaluation strategies, you can refer to our [Assessment, Evaluation, and Reporting Policy](#).

### Program Planning Considerations

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

## Program Planning Considerations

### **Students with Special Needs**

Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas.

In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.

### **English Language Learners**

Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in.

Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.

### **Environmental Education**

Christian Virtual School operates with 5 core values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educators, want to instill in our students. Environmental education, among other causes, are important to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

### **Equity and Inclusive Education**

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and woman alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

### **Financial Literacy Education**

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view, students need to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices.

### **The Role of Information and Communication Technology**

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.

Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

### **Career Education**

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

### **Health and Safety**

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.